

Waccamaw Elementary

251 Claridy Road
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	590 Students	
Principal	Barbara Ammons	843-347-4684
Superintendent	Gerrita Postlewait	843-488-6700
Board Chair	Will Garland	843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	57	22	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Good	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Good	No

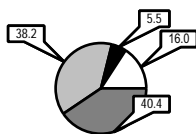
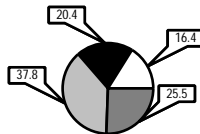
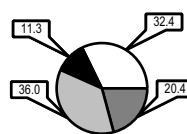
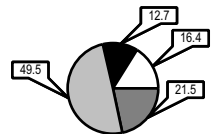
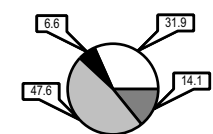
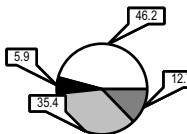
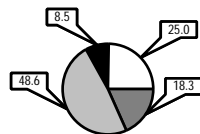
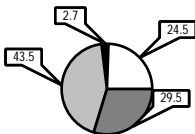
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	295	99.7	15.7	38.3	40.5	5.5	56.6	Yes	Yes
Gender									
Male	157	99.4	16.6	40.0	41.4	2.1	54.5		
Female	138	100.0	14.7	36.4	39.5	9.3	58.9		
Racial/Ethnic Group									
White	198	100.0	7.5	37.1	47.8	7.5	69.4	Yes	Yes
African American	78	98.7	34.7	41.7	22.2	1.4	26.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	30.8	38.5	30.8	0.0	38.5	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	238	99.6	9.6	35.8	47.7	6.9	65.6		
Disabled	57	100.0	39.3	48.2	12.5	0.0	21.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	295	99.7	15.7	38.3	40.5	5.5	56.6		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	99.7	14.6	38.2	41.6	5.6	57.7		
Socio-Economic Status									
Subsidized meals	218	99.5	18.8	41.1	38.1	2.0	50.3	Yes	Yes
Full-pay meals	77	100.0	7.8	31.2	46.8	14.3	72.7		

Mathematics – State Performance Objective = 36.7%									
All Students	295	100.0	16.4	37.8	25.5	20.4	62.2	Yes	Yes
Gender									
Male	157	100.0	13.7	40.4	28.1	17.8	61.6		
Female	138	100.0	19.4	34.9	22.5	23.3	62.8		
Racial/Ethnic Group									
White	198	100.0	9.1	30.6	32.3	28.0	73.1	Yes	Yes
African American	78	100.0	30.1	58.9	8.2	2.7	35.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	38.5	30.8	23.1	7.7	53.8	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	238	100.0	7.8	36.5	31.1	24.7	74.4		
Disabled	57	100.0	50.0	42.9	3.6	3.6	14.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	295	100.0	16.4	37.8	25.5	20.4	62.2		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	15.3	38.1	26.1	20.5	62.7		
Socio-Economic Status									
Subsidized meals	218	100.0	20.7	41.9	23.7	13.6	56.6	Yes	Yes
Full-pay meals	77	100.0	5.2	27.3	29.9	37.7	76.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	295	100.0	32.4	36.0	20.4	11.3	31.6
Gender							
Male	157	100.0	30.1	37.0	23.3	9.6	32.9
Female	138	100.0	34.9	34.9	17.1	13.2	30.2
Racial/Ethnic Group							
White	198	100.0	21.0	37.1	25.8	16.1	41.9
African American	78	100.0	60.3	32.9	5.5	1.4	6.8
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	46.2	38.5	15.4	0.0	15.4
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	238	100.0	22.4	39.3	24.2	14.2	38.4
Disabled	57	100.0	71.4	23.2	5.4	0.0	5.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	32.4	36.0	20.4	11.3	31.6
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	31.3	36.2	20.9	11.6	32.5
Socio-Economic Status							
Subsidized meals	218	100.0	38.9	36.4	15.7	9.1	24.7
Full-pay meals	77	100.0	15.6	35.1	32.5	16.9	49.4

Social Studies							
All Students	295	100.0	16.4	49.5	21.5	12.7	34.2
Gender							
Male	157	100.0	19.2	44.5	23.3	13.0	36.3
Female	138	100.0	13.2	55.0	19.4	12.4	31.8
Racial/Ethnic Group							
White	198	100.0	12.4	45.7	24.7	17.2	41.9
African American	78	100.0	26.0	58.9	11.0	4.1	15.1
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	23.1	53.8	23.1	0.0	23.1
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	238	100.0	7.3	52.1	26.0	14.6	40.6
Disabled	57	100.0	51.8	39.3	3.6	5.4	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	16.4	49.5	21.5	12.7	34.2
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	287	100.0	15.7	49.6	21.6	13.1	34.7
Socio-Economic Status							
Subsidized meals	218	100.0	19.2	54.5	16.7	9.6	26.3
Full-pay meals	77	100.0	9.1	36.4	33.8	20.8	54.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	96	100.0	14.9	25.5	44.7	14.9	59.6
	4	96	100.0	15.8	45.3	34.7	4.2	38.9
	5	97	100.0	11.6	54.7	31.6	2.1	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	90	98.9	7.1	31.0	51.2	10.7	61.9
	4	115	100.0	20.0	39.1	36.4	4.5	40.9
	5	90	100.0	18.8	45.0	35.0	1.3	36.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	96	100.0	19.1	43.6	22.3	14.9	37.2
	4	96	100.0	15.8	48.4	22.1	13.7	35.8
	5	97	100.0	13.7	35.8	25.3	25.3	50.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	90	100.0	9.4	47.1	30.6	12.9	43.5
	4	115	100.0	21.8	31.8	26.4	20.0	46.4
	5	90	100.0	16.3	36.3	18.8	28.8	47.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	90	100.0	32.9	43.5	18.8	4.7	23.5
	4	115	100.0	28.2	38.2	25.5	8.2	33.6
	5	90	100.0	37.5	25.0	15.0	22.5	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	90	100.0	12.9	47.1	22.4	17.6	40.0
	4	115	100.0	16.4	55.5	20.9	7.3	28.2
	5	90	100.0	20.0	43.8	21.3	15.0	36.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 590)				
First graders who attended full-day kindergarten	100.0%	Up from 88.9%	100.0%	100.0%
Retention rate	2.7%	Up from 2.5%	3.5%	3.0%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 11.5%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 11.8%	3.6%	3.2%
Eligible for gifted and talented	21.1%	Up from 16.6%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Down from 9.8%	9.3%	8.2%
Older than usual for grade	1.4%	Up from 0.5%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	42.9%	Down from 44.4%	48.1%	52.6%
Continuing contract teachers	81.0%	Down from 91.1%	84.3%	83.3%
Highly qualified teachers	90.2%	Down from 94.7%	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 95.3%	86.2%	87.0%
Teacher attendance rate	94.3%	Up from 93.4%	94.8%	95.0%
Average teacher salary	\$40,823	Up 1.0%	\$40,898	\$41,703
Prof. development days/teacher	20.5 days	Down from 24.1 days	13.4 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.3 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 88.6%	89.4%	89.8%
Dollars spent per pupil*	\$7,062	Up 9.7%	\$6,238	\$6,242
Percent of expenditures for teacher salaries*	63.8%	Up from 63.5%	64.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Waccamaw Elementary is a school committed to promoting excellence while ensuring academic, personal, physical and social development for each child. Our school continues to focus on reading and writing through the assistance of Cornerstone, a national reading initiative through New York Institute of Special Education and the University of Pennsylvania Graduate School of Education. Our staff attends many hours of training to ensure that they are prepared to teach all students. High expectations for academic and social success are promoted every day through a rigorous curriculum, driven by South Carolina Standards.

Our students are provided with many opportunities for remediation, acceleration and enrichment throughout the year with Team Time, Reading Recovery, after-school tutoring, small group reading instruction and book clubs. A group of our fourth graders had the opportunity to conduct weekly book club meetings via video conference television with a group of students from Alabama. Our instructional program is also enhanced through our parents, community volunteers and mentors from Coastal Carolina University who provided our students with extra assistance during the day and after school.

The 2004-2005 school year was an active year for students, staff and parents. The students and staff participated in several community service projects such as Relay for Life, Earth Day sponsored by Timberland, and a school-wide effort to raise money for Tsunami Relief. The Parent Leadership Team planned fundraisers, coordinated Fall Fest and organized Staff Appreciation Week. Students were recognized throughout the year for their successes through "Caught Being Good" drawings and quarterly awards ceremonies. "Students of the Week" were recognized on our "WES Morning Show" and in weekly newsletters. Students were also provided the opportunity to see area performances such as The Music Man and Cinderella.

Waccamaw Elementary is dedicated to providing quality instruction at the appropriate levels for all our students. This can only be achieved through the continued support of the parents, students, staff and community. If you have any questions about this report card, don't hesitate to call the school and talk to an administrator or teacher. Your input in our school is valuable, as we strive for continued success challenging each and every child to their maximum potential.

Barbara Ammons, Principal
Renee Hill, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	79	67
Percent satisfied with learning environment	86.8%	84.6%	80.0%
Percent satisfied with social and physical environment	97.4%	78.2%	78.8%
Percent satisfied with school-home relations	64.3%	89.9%	67.7%

*Only students at the highest elementary school grade level at this school and their parents were included.